



## BTEC Food Technology (Year 10)

<b>Year 10 -</b>	<b>Intro to BTEC course</b>	<b>Cooking for others on a budget</b>	<b>Special dietary requirements</b>	<b>World Cuisines (Western Europe)</b>	<b>World Cuisines (Middle East)</b>	<b>World Cuisines (Southern Europe)</b>
<b>Key content</b>	<b>Food safety and preparation</b> <ul style="list-style-type: none"> <li>- Health and safety in the kitchen</li> <li>- Food hygiene</li> <li>- Developing knife skills</li> </ul>	<b>Selecting Ingredients</b> <ul style="list-style-type: none"> <li>- Diet and nutrition</li> <li>- The Eatwell Guide</li> <li>- Seasonality</li> <li>- Costing and Selecting ingredients</li> <li>- Fairtrade</li> </ul>	<b>Food choice and dietary needs</b> <ul style="list-style-type: none"> <li>- Food intolerance</li> <li>- Allergies</li> <li>- Food and religion</li> <li>- Veganism vs vegetarianism</li> <li>- Diabetic friendly recipe</li> </ul>	<b>Sourcing Food</b> <ul style="list-style-type: none"> <li>- Where does our food come from?</li> <li>- Fairtrade</li> <li>- Ethical purchasing</li> <li>- Food certifications and assurance schemes</li> </ul>	<b>Food presentation</b> <ul style="list-style-type: none"> <li>- UK and International cuisines</li> <li>- Culinary traditions around the world</li> </ul>	<b><u>Free choice</u></b> <p>Preparing a two course meal idea for a new Southern European restaurant</p> <p>(Choice of three scenarios)</p> <p>Creating and preparing tapas</p> <p>Costing of ingredients and menu design</p>



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<b>Knowledge and Skills</b>	<b><u>Knowledge</u></b>	<b><u>Knowledge</u></b>	<b><u>Knowledge</u></b>	<b><u>Knowledge</u></b>	<b><u>Knowledge</u></b>	<b><u>Knowledge</u></b>
<p>Recap on Kitchen Safety &amp; Hygiene building on prior knowledge from (Year 10)</p> <p>Food storage recap</p> <p><b><u>Skills</u></b></p> <p>Recap on knife techniques</p> <p>Selecting appropriate ingredients to compliment dishes.</p> <p>Independent working, preparing and presenting food in a professional manner.</p>	<p>Food contamination, bacteria growth, food poisoning types.</p> <p>Recap on Kitchen Safety &amp; Hygiene building on prior knowledge from (Year 10)</p> <p>Food storage recap</p> <p><b><u>Skills</u></b></p> <p>Recap on knife techniques</p> <p>Selecting appropriate ingredients to compliment dishes.</p> <p>Independent working, preparing and presenting food in a professional manner.</p>	<p>Importance of healthy eating Healthy eating</p> <p>Understanding the eat well guide building on prior knowledge (KS3)</p> <p>Understanding food labels and the importance of the information found on a food label</p> <p>Importance of breakfast • Food preparation skills- Cereals e.g. porridge, doughs, batter etc</p> <p><b><u>Skills</u></b></p> <p>Evaluation skills e. g identifying good and bad things about the product also skills and how this can be improved</p> <p>Adapting recipes to make them healthier or more balanced</p>	<p>Factors that affect food choice e. g religion, culture, health, allergies and age</p> <p>Adapt and select ingredients to suit different dietary needs</p> <p>Identify ways to pass on information about home cooking</p> <p><b><u>Skills</u></b></p> <p>Safe food preparation, applying safety measures for severe allergies</p> <p>Evaluation skills e. g identifying good and bad things about the product also skills and how this can be improved</p>	<p>Where food comes from- grown, caught, reared and gathered</p> <p>How do we source our food commodities in the UK</p> <p>Fresh, frozen, organic, free range, local and seasonal ingredients.</p> <p><b><u>Skills</u></b></p> <p>Food preparation- regional and cultural meals/snacks e.g. smoothies, fruit crumble, sausage roll, kebabs and muffins</p> <p>Evaluation skills e.g identifying good and bad things about the product also skills and how this can be improved</p>	<p>Identifying unfamiliar ingredients</p> <p>Experimenting with marinades and seasoning</p> <p>Selecting seasonal ingredients</p> <p><b><u>Skills</u></b></p> <p>Food preparation- regional and cultural meals/snacks</p> <p>Presentation skills. Creating garnishes.</p> <p>Preparing more than one dish at a time.</p>	<p>Identifying regional ingredients to prepare traditional dishes.</p> <p>Designing a menu for a new restaurant concept.</p> <p><b><u>Skills</u></b></p> <p>Preparing a range of unfamiliar dishes as a team.</p> <p>Following appropriate health and safety procedures during assessment.</p> <p>Planning, preparing, cooking and presenting traditional dishes to professional catering standards.</p>



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<p><b>Assessment</b></p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>	<p>To pass, the learner needs to demonstrate that they can meet all of the learning outcomes for the course.</p> <p>Assessment evidence will be cumulative throughout the activities undertaken. It must be viewed holistically as opportunities to cover a particular criterion may well be presented more than once.</p> <p>Evidence will be gathered through observation records, photographs, student evaluations and theoretical work.</p>
<p><b>Cross curricular links</b></p>	<p>Science, English, ICT , Maths</p>	<p>English, Maths, ICT</p>	<p>English, RE, Maths, ICT</p>	<p>English, Maths, ICT, Geography</p>	<p>English, Maths, Geography</p>	